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ABSTRACT

This selective abstract bibliography cites 123 recent ERIC documents about Project Head Start and Project Follow Through. Included are reports of research and, evaluation and program descriptions. Entries were taken from "Research in Education" (RIE) and from "Current Index to Journals in Education" (CIJE), January 1972 through August 1974. The bibliography is divided into three sections: Head Start, Head Start Test Collection, and Follow Through. (SDH)

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HEAD START AND FOLLOW THROUGH, 1972-1974: AN ERIC ABSTRACT BIBLIOGRAPHY

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HEAD START AND FOLLOW THROUGH, 1972-1974: AN ERIC ABSTRACT BIBLIOGRAPHY

This selective bibliography cites ERIC documents about Head Start and Follow Through. Included are reports of research, evaluation, and descriptions of programs. Entries were taken from Research in Education (RIE) and from Current Index to Journals in Education (CIJE), January 1972 through August 1974. Some RIE entries which were published in 1971 but not included in the ERIC system until 1972 or later were not included.

The bibliography is divided into three sections: Head Start, Head Start Test Collection, and Follow Through.

Major descriptors (marked with an asterisk*), minor descriptors, and identifiers appear after each citation.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or paper copy (HC), except where marked "Microfiche only". (See ordering directions in the back of this publication.) If a publication can also be obtained from another source, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation. Articles from CIJE are available only in the journals cited.

HEAD START AND FOLLOW THROUGH, 1972-1974:
AN ERIC ABSTRACT BIBLIOGRAPHY

A. Head Start

References from Research in Education (RIE)

1. Analysis of Head Start Parent Interviews. 1972, 23p. ED 089 850.

*Early Childhood Education, *Interviews, *Parent Attitudes, Parent Participation, *Program Evaluation

The Parent Interview was designed by the Bank Street staff in Collaboration with Head Start parents and staff from the communities. The purpose was to investigate the attitude of Head Start parents toward the program and the degree of parent participation in the three aspects of the parent program that characterize the Bank Street approach: (1) knowledge about the educational program and participation in it; (2) participation in decision-making about the educational program, and (3) personal development through activity and further education. Results of the analysis of the completed Parent Interviews indicate that parents become knowledgeable as they participate and observe in the classrooms and have an opportunity to discuss the program with the staff and other parents.

2. Anderson, Scarvia; And Others. Priorities and Directions for Research and Development Related to Measurement of Young Children: Report on Task 2. 1972, 37p. ED 088 927.

Action Research, *Children, Cultural Factors, Environmental Influences, Kindergarten Children, *Measurement, Measurement Techniques, Preschool Children, *Research, Research Utilization, Social Influences, *Testing, Testing Problems, Test Validity

A panel of 15 experts in child development, early childhood education and measurement met in September 1972 to assist the Office of Child Development in establishing priorities in improving tests and measurements for young children. A summary of the panel discussion is presented along with the specific recommendations made by the participants. The key issues under consideration were: (1) the special statistical and methodological problems of measuring the behavior of young children and the impact of their environments because of the limited response system of young children and the rapid changes that occur in early life; (2) the considerations of construct-based measurement, particularly the problems of population and ecological validity that are inherent in the use of measures with different cultural groups; and (3) the dependency of the advancement of measurement research and development on appropriate policy decisions, and the availability and training of manpower.

3. Anderson, Scarvia; Messick, Samuel. Social Competency in Young Children. 1973, 39p. ED 082 812.

Anti Social Behavior, Cognitive Development, *Early Childhood Education, *Educational Objectives, Intelligence Quotient, *Interpersonal Competence, Self Concept, *Social Behavior, *Social Development, Socialization, Social Values

This report capsulizes the problems of defining the meaning of social competency in young children in relation to a panel discussion held in January 1973. Four approaches are discussed: (1) the "bag of virtues" approach, (2) the "industrial psychology" approach, (3) the normative-expectation approach, and (4) the theory-guided approach. Seven conceptual distinctions important in defining social competency, and twenty-nine statements that represent facets of social competency in young children are outlined. Implications for measurement, research, and policy, and an index of competency variables are included.

4. Bedger, Jean E.; And Others. Financial Reporting and Cost Analysis Manual for Day Care Centers, Head Start, and Other Programs. 1973, 194p. ED 085 099.

Accounting, *Bookkeeping, *Cost Effectiveness, *Day Care Services, Expenditures, Income, Manuals, *Program Administration, Program Costs, *Recordkeeping, Unit Costs

This Manual is designed to provide fundamental directions for systematic financial reporting and cost analysis for the administrators, accountants, bookkeepers, and staff of day care, Project Head Start, and other programs. The major aims of the manual are to induce day care directors to adopt uniform bookkeeping procedures and to analyze costs according to function. Part I includes some standard bookkeeping practices: a detailed description of a bookkeeping system based on accrual accounting, practice exercises for bookkeeping, and instructions for setting up a general ledger and journal, and cash receipts and cash disbursements journals. Part II covers the strategy for day care cost analysis; guidelines for imputed income and expenses; a means of studying the utilization of time; and instructions for analyzing cost, calculating units of service and calculating the cost per child-hour and per child-year. Worksheets are included. Appendices have outlines of supplementary financial material.

Also available from: Council for Community Services in Metropolitan Chicago, Research Department, 64 East Jackson Blvd., Chicago, IL 60604 ($7.50)

5. Bromley, Kathleen C., Ed.; And Others. Investigation of the Effects of Parent Participation in Head Start. Non-Technical Report. 1972, 72p. ED 080 216.

Changing Attitudes, Community Involvement, Decision Making, *Economically Disadvantaged, *Evaluation, Mothers, Nonprofessional Personnel, *Parent Attitudes, Parent Education, *Parent Participation, *Preschool Programs, Self Concept

One of a series of four, this report presents the abstract and summary of the technical report of a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement, parents as paid employees in Head Start, was also studied. This report capsulizes the methods of the study, the target population, the results, the implications, and the recommendations for future research. Related documents include PS 006 814, PS 006 816, and PS 006 817.

6. Child Development - Head Start Program. 1973, 13p. ED 086 365.

Bilingual Education, Child Development, *Educational Objectives, Handicapped Children, *Parent Participation, *Preschool Children, *Program Descriptions, *Program Descriptions, *Program Evaluation

The Child Development-Head Start program of Hartford is described. Included is a statement of needs, program objectives, a description of the components (sites), and the evaluation plan. This Head Start program has special provisions for Spanish bilingual as well as handicapped children. Parent involvement is stressed. Results of the evaluation indicated gains in language development for the children in the program lasting through the end of kindergarten. Information gained from the parent questionnaire indicated that most parents had visited their child's school and/or worked with the teacher.

7. Datta, Lois-ellin. Changes in Observed Social Interactions Among Children of Same and Other Ethnic Groups in Ethnically Heterogeneous Preschool Programs. 1972, 12p. ED 077 569.

Child Development, *Ethnic Relations, *Preschool Education,

*Research Reviews (Publications), *Socialization, *Social Relations, Speeches

Discussions in this paper concern: (1) some findings from observations of social interactions among children attending a national sample of Head Start programs; (2) the recommendations for research on socialization presented by Sowder and Lazar (1973) to the Federal Interagency Panel on Early Child Development; and (3) the particular emphasis on social class and ethnic relationships. In relation to (1) above, data collected at all E&R centers in 1967-68, using the Social Interaction Observation form, showed that children increase in socialization, and are more likely to increase in interactions with the same group during preschool programs. In relation to (2) above, a few of Sowder's more than 18 recommendations for further research on socialization are summarized. Sowder recommends research which: re-examines the issue of whether or not prejudice is entirely learned; through longitudinal studies traces the development of children's attitudes toward themselves and others and the relationship between developmental processes and environmental influences thought to be related to formation of ethnic and social class behavior; clarifies when conformity behavior is and is not damaging to the child's development and to achievement of harmonious group relations; and investigates of competition on child development, and the role which competition may play in hindering successful ethnic and social class mix in child care institutions. In relation to (3) above, socialization is predicted to be a key variable for "success" in the year 2000.

8. Datta, Lois-ellin. New Directions for Early Child Development Programs: Some Findings from Research. 1973, 54p. ED 081 501.

Achievement, Cognitive Development, Compensatory Education, *Early Childhood Education, *Early Experience, *Educational Innovation, Educationally Disadvantaged, Home Visits, *Literature Reviews, Motor Development, Parenthood Education, Prenatal Influences, Preschool Learning, *Preschool Programs, Social Influences.

Information on the Preschool years, which has emerged from the Pioneering studies and programs of the 60's, is reviewed and interpreted with regard to implications for current and future policy. Limitations of knowledge in this area are noted and attributed to inadequacies in the related research. Four general findings are reviewed and discussed: (1) The importance of the first 6 years of life incorporates research on prenatal development and infants' motor, cognitive, and linguistic abilities. (2) There exists a diverse technology for teaching families of young children. Included are an overview

of experimental programs concerned with cognitive development and school achievement, a review of the Head Start literature, and a tentative comparison of the relative effectiveness of different approaches to early experience derived from the Planned Variation Study. (3) Continuity of human development is vital to maximize program effects. Methods are suggested that might provide continuity between preschool and primary school experiences. (4) The importance of multiple influences on children are reaffirmed. There is a need for alternatives that strengthen the family as the primary childrearing agent, instead of encouraging families to place their children in day care.

9. Datta, Lois-ellin. Planned Variation: An Evaluation of an Evaluative Research Study. 1972, 15p. ED 077 568.

*Compensatory Education Programs, *Curriculum Research, Evaluation Criteria, *Evaluation Methods, Preschool Education, *Preschool Programs, Program Evaluation, *Research Methodology, Research Problems, Speeches

Planned Variation was designed as a three-year program to assess the implementation of prominent preschool curricula in Head Start and the immediate effects of the programs. Sites used were those in which the sponsor already had a Follow Through program, the research project lacked the necessary control over site characteristics. Consultants visited the sites monthly. The classroom observation form and observer rating scale were keyed to what the sponsors said distinguished their model. Consultants developed sponsor-specific checklists. Controversy over expected outcomes and selection of tests of cognitive development created additional problems. It was found that statistical analysis could not compensate for the research design. Year 1 saw an emphasis on assessing implementation, the creation of the classroom observation instrument, the investment in creating new measures for years 2 and 3, the clinical case history and the consultant as innovations. Year 2 added a review panel for the project and increased the investment in developing new child and family measures. Year 3 added sponsor-specific studies, research for individual sponsors. Year 4 is for phasing out the sites. A summary is made of what was learned about evaluative research administration that may be applicable to similar studies.

10. Directory of Full Year Head Start Programs. 1973, 108p. ED 076 259.

*Compensatory Education Programs, *Directories, Disadvantaged Youth, *Federal Programs, Preschool Education, Preschool Programs

Full-year Head Start programs are listed in State order in this directory. Mailing address and director's name are provided for each program. Locations of OCD regional offices are provided in an appendix.

11. Dittmann, Laura L. Children in Head Start 1970-1971: Supplemental Report for Office of Child Development. 1972, 85p. ED 085 098.

Achievement, *Case Studies, Disadvantaged Youth, Family Influence, *Interpersonal Relationship, *Observation, Parent Child Relationship, Peer Relationship, *Preschool Children, Self Concept,*Student Behavior

This report, a supplement to the more general report entitled "Case Studies of Children in Head Start Planned Variation 1970-71," presents brief accounts of the experiences and life styles of 20 children in Head Start classrooms. The narratives are based on material gathered by observers from the Institute for Child Study as a part of the evaluation of Planned Variation in Head Start. A total of ten different Head Start program models is represented. Each child's description includes classroom behavior, health, self concept, and gains from the Head Start program.

12. Dwyer, Robert C.; And Others. An Evaluation of the Effectiveness of a New Type of Preschool Compensatory Program: Environmental Academics. 1972, 11p. ED 061 273.

Academic Achievement, *Comparative Analysis, Compensatory Education Programs, *Disadvantaged Environment, Disadvantaged Youth, Environmental Influences, Instructional Programs, *Learning Difficulties, *Preschool Children, Preschool Programs, Program Effectiveness, *Remedial Instruction, Teaching Styles, Testing

A total of 160 five-year-old children from Head Start-eligible families were assigned to two treatments during a 6-month Head Start program. The experimental group received the Environmental Academics Program for one to one and a half hours per school day, and the ongoing Head Start program for the blance of the day. The control group received the ongoing Head Start program for the

ED 076259

full day. The experimental group made significant gains over the control group on IQ and achievement measures.

13. Effects of Different Head Start Program Approaches on Children of Different Characteristics: Report on Analysis of Data from 1966-67 and 1967-68 National Evaluations. Technical Memorandum. 1972,323p. ED 072 859.

*Achievement Gains, Affective Tests, Age Differences, Classroom Observation Techniques, Cognitive Tests, *Disadvantaged Youth, Family Characteristics, *Federal Programs, Intelligence Quotient, Parent Attitudes, Performance Factors, Post Testing, Preschool Children, Preschool Education, Preschool Learning, *Preschool Programs, Pretesting, Program Effectiveness, Program Evaluation, Sex Differences, Social Development, Socioeconomic Background, Statistical Analysis, Tables (Data), Teacher Background, Technical Reports

The second of two reports on a national evaluation of the immediate effects of project Head Start describes the characteristics of children, families and programs in samples of full-year classes operating in 1966-67 and 1967-68. No control groups were used; comparisons were made within the Head Start sample to see what kinds of classroom experiences "work best" for what kinds of children. Where appropriate in this report, comparisons are made across years concerning the patterns of child-program interaction effects. Chapters 1 through 10 concern the 1967-68 data: (1) design; (2) measures for analysis; (3) the children: entering characteristics; (4) their families: entering characteristics; (5) programs--class and site characteristics, observed classroom use of materials, observed classroom activities, teachers' education and experience; (6) gains associated with Head Start--cognitive and social emotional measures, parent attitudes; (7) differences in gains for different types of children; (8) differences in gains associated with different program approaches; (9) relationships between program approaches and performance for different subgroups of children; and (10) summary. Chapter 11 presents similar data for the 1966-67 evaluation. Appendices provide frequency distributions for scores on dependent variables for both years. References are provided.

14. Effects of Different Head Start Program Approaches on Children of Different Characteristics: Report on Analysis of Data from 1968-1969 National Evaluation. Technical Memorandum. 1972, 394p. ED 072 860.

*Achievement Gains, Affective Tests, Age Differences, Classroom Observation Techniques, Cognitive Tests, *Disadvantaged

Youth, Early Childhood Education, Family Characteristics, *Federal Programs, Intelligence Quotients, Parent Attitudes, Performance Factors, Post Testing, Preschool Children, Preschool Education, *Preschool Programs, Pretesting Program Effectiveness, *Program Evaluation, Sex Differences, Social Development, Socioeconomic Background, Statistical Analysis, Tables (Data), Teacher Background, Technical Reports

The first of two reports of a national evaluation of the immediate effects of Project Head Start describes the characteristics of children, families and programs in samples of full-year classes operating in 1968-69. The study identifies changes associated with Head Start participation and the conditions under which these changes were greates. No control groups were used; comparisons were made within the Head Start sample to see what kinds of classroom experiences "work best" for what kinds of children. Chapters deal with: (1) Head Start and early childhood education; (2) research and evaluation studies of Head Start and other early childhood programs; (3) designs of the three years' evaluations; (4) limitations in the studies; (5) measures for 1968-69 analysis--program and performance variables; (6) the children: entering characteristics; (7) their families entering characteristics; (8) the programs--teachers, classrooms, activities; (9) gains associated with Head Start--cognitive and social-emotional measures and parent attitudes; (10) differences in gains for different types of children; (11) differences in gains associated with different program approaches; (12) relationships between program approaches and performance for different subgroups of children; (13) summary and conclusions; and (14) executive summary. Appendices provide locations and directions of Head Start E&R centers, more information about variables, and frequency distributions on dependent variables. References are provided.

15. Emmerich, Walter. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study: Preschool Teacher's Beliefs on Effective Teaching Techniques and Their Relationships to Pupil Characteristics. 1973, 102p. ED 079 415.

Disadvantaged Youth, Effective Teaching, Individual Differences, *Preschool Teachers, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior, *Teacher Influence, Teaching Techniques, Technical Reports

The pattern of responses to the Enhancement of Learning Inventory (ELI), designed to assess a teacher's belief about the effectiveness of methods for teaching each pupil, is expected to: (1) reliably describe characteristics on which teachers differ; (2) relate to individual differences in pupil background and behavioral charac-

teristics; and (3) provide a mediating structure guiding the teacher's role performances and their impact upon pupil psycho-educational development. A study was conducted to examine these issues using the ELI judgments of 35 teachers of economically disadvantaged preschool children, most of whom were enrolled in Head Start. Individual differences among teachers were found to have satisfactory reliabilities on a variety of ELI measures. Teacher belief patterns clearly were functionally relatted to pupil characteristics. Most striking was the extent to which pupil cognitive skills and response tempo at the time of preschool entry. While there was evidence that teacher belief patterns influence aspects of pupil psycho-educational development, the present findings indicated that pupil behavioral characteristics may have a greater impact upon teacher behavior than vice-versa. It is clear that the teacher's manner of coping with individual differences in children's initial receptivity to classroom learning is a critical factor in subsequent relationships between teacher and child. (For related document, see TM 003 020.)

16. Emmerich, Walter. Preschool Personal-Social Behaviors: Relationships with Socioeconomic Status, Cognitive Skills, and Tempo. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. 1973, 57p. ED 086 372.

*Cognitive Development, Conceptual Tempo, *Disadvantaged Youth, *Interpersonal Relationship, Longitudinal Studies, Peer Relationship, *Preschool Children, *Response Style (Tests), Social Behavior, Socioeconomic Influences

Influences of socioeconomic states, cognitive skills and response tempo upon personal-social behaviors in disadvantaged preschool children were investigated as part of the Educational Testing Service-Head Start Longitudinal Study. Measures of cognitive skill, cooperation, response latency, and socioeconomic status were taken. Results indicated that cognitive level prior to preschool entry consistently influenced the child's personal-social behavior while socioeconomic status did not. Children who were more cognitively skilled were found to be more outgoing. Children with a fast response tempo exhibited difficulty in adapting to preschool environments, and were less peer oriented.

17. Featherstone, Helen J. Cognitive Effects of Preschool Programs on Different Types of Children. 1973, 210p. ED 082 838.

*Achievement, Age Differences, *Educationally Disadvantaged,

*Individual Differences, Literature Reviews, *Preschool Children, *Preschool Programs, Response Style (Tests), Sex Differences, Socioeconomic Status

This Study investigated whether various kinds of preschool programs have differential cognitive effects on different kinds of children. Relevant literature was reviewed and data, generated in the first 2 years of the Head Start Planned Variations Study (PVS), were analyzed. The eight preschool programs associated with the PVS were considered. Children's characteristics used for analysis were initial ability, previous school experience, sex, age, socio-economic status, ethnicity, and style of response to testing. Cognitive outcomes were assessed with the Preschool Inventory and Stanford-Binet. Several tentative conclusions were drawn. First, some children's characteristics interact more powerfully than others with characteristics of preschool models. Response style and previous schooling seemed the most important variables. Second, where interactions are consistent, they follow suggestive patterns. Educationally disadvantaged children seem to achieve more in highly directive programs than in less directive ones. Third, the interactions may be significant factors in preschool success or failure. Many educational approaches may be needed, to be delivered in a flexible classroom designed to accomodate all kinds of children.

18. Films Suitable for Head Start Child Development Programs. 1973, 12p. ED 082 859.

Child Development, Discipline, *Film Libraries, *Films, Health, Home Programs, Inservice Teacher Education, *Instructional Materials Centers, Parent Participation, Play, *Preschool Education, Staff Improvement, Teacher Aides

Films that are relevant for people involved in Head Start Child Development Programs are described. The 34 films are available on a free-loan basis, and instructions for ordering them are included. Description information for each film includes film content, length in minutes, and whether black and white or color.

19. Goldupp, Ocea. An Investigation of Independent Child Behavior in the Open Classroom: The Classroom Attitude Observation Schedule (CAOS). 1972, 49p. ED 073 828.

Behavior Patterns, *Behavior Rating Scales, *Classroom Observation Techniques, Disadvantaged Youth, *Open Education, Preschool Education, Preschool Learning, *Preschool Programs, Student Behavior, Technical Reports

The Classroom Attitude Observation Schedule was developed and field tested for study of independent child behavior in the open classroom. Eight Head Start classrooms were used for field testing, six of which used the Tucson Early Education Model curriculum and two of which, for comparison, used local curricula. Procedures involved observing and recording into mutually exclusive activity categories the location of children and adults at two-minute intervals over a thirty-six minute free-choice period. Incidents of inappropriate behavior were also recorded. During the middle twelve minutes, all adults except the observer left the classroom. The procedure demonstrated sensitivity to changes in child behavior during teacher absence. Comparison classrooms had significantly more incidents of inappropriate behavior during teacher absence than during teacher presence. TEEM classrooms maintained a stable pattern of behavior throughout the observation period. The system was concluded to be extremely useful in assessment of independent learning behavior of children in large groups and should transfer easily to other open classroom settings.

20. Head Start Program Performance Standards. OCD-HS Head Start Policy Manual. 1973, 42p. ED 075 082.

*Compensatory Education Programs, Early Childhood Education, Low Income Groups, *Manuals, *Performance Specifications, Preschool Programs, *Program Improvement, *Standards

A list of Project Head Start Performance Standards is presented. It is the lates phase of an ongoing effort to provide comprehensive developmental services to children from low-income families. This issuance attempts to set forth those basic standards in operational terms as part of the Head Start Imporvement and Innovation effort.

21. Implementation of Head Start Planned Variation Testing and Data Collection Effort. Final Report. 1972, 350p. ED 070 532.

Classroom Observation Techniques, *Compensatory Education Programs, *Data Collection, *Disadvantaged Youth, *Early Childhood Education, Educational Research, Intervention, *Measurement Instruments, National Competency Tests, Preschool Children, Preschool Tests, Questionnaires, Student Testing, Tables (Data), Teacher Evaluation, Technical Reports, *Testing Programs

This final report on the Preliminary Evaluation of Planned Variation in Head Start According to Follow Through Approaches is a detailed

account of the field testing and implementation activities performed during the 1969-1972 period, with emphasis on the second and third years. The sections of the report are as follows: I. Introduction, II. Background and Overview, III. Fall 1969 Testing Activities, IV. Spring 1970 Testing Activities, V. Fall 1970 Testing Activities, VI. Spring 1971 Testing Activities, VII. Fall 1971 Testing Activities, and VIII. Spring 1972 Testing Activities. Ten appendixes provide: A. through F., Fall and Spring Communications 1969-1972; G. Supplemental Instructions for Field Staff, Spring 1971; H. Record of Test Data and Information Forms Transmitted to Huron Institute; I. Quizzes and Answer Sheets for Spring 1972; and J. SRI Field Supervisor Site Report Forms. Data are presented in 18 tables.

22. Investigation of the Effects of Parent Participation in Head Start. Final Technical Report. 1972, 251p. ED 080 215.

Changing Attitudes, Cognitive Development, Community Change, Community Involvement, Decision Making, *Economically Disadvantaged, *Evaluation, Methodology, Mothers, Nonprofessional Personnel, *Parent Attitudes, Parent Education, *Parent Participation, *Preschool Programs, Questionnaires, Readiness, Self Concept

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement in which parents were paid employees in Head Start programs was also studied. This report gives a summary of the project's methods and results, and includes the statistical data gathered from the 20 Head Start centers studied. In general, results are supportive of high parent participation in both roles in relationship to all dependent variable areas. Results also indicate that extensive parent involvement in Head Start centers appears to be related to the degree of involvement parents had in recognizing, planning and implementing improvements in the centers. Related documents include PS 006 815, PS 006 816, and PS 006 817.

23. Investigation of the Effects of Parent Participation in Head Start. Appendices to the Final Technical Report. 1972, 168p. ED 080 218.

Check Lists, *Data Collection, Data Sheets, Demography, *Economic Disadvantagement, *Evaluation, Parent Attitudes, *Parent Participation, *Preschool Programs, Questionnaires,

Readiness, Self Concept, Tests

This publication is a compilation of eight appendices to the final technical report on a project which studied the effects of parent participation in Head Start. These appendices include the request for proposal, the telephone survey interview forms, the self-concept test forms, the program quality checklists, questionnaires, and other instruments used in the project. Related documents include PS 006 814, PS 006 815 and PS 006 816.

24. Jacobson, Claire; Drije, Carla. The Organization of Work in a Preschool Setting: Work Relations Between Professionals and Paraprofessionals in Four Head Start Centers. Final Report. 1973, 239p. ED 088 604.

Employee Attitudes, Interpersonal Relationship, Interviews, *Paraprofessional School Personnel, *Preschool Programs, *Professional Personnel, Role Conflict, Self Concept, *Social Workers, Teacher Aides, *Teacher Attitudes

This report describes work relations between teachers and teacher aides and between social workers and social service aides and focuses on an interpretation of differences in work relations between the teaching and social work components in Head Start. Specifically, attitudes of professionals toward the employment of paraprofessionals are investigated, including the types of role definitions evolved. Effects of employment on the paraprofessional in terms of status, self-image, and performance of family roles are also discussed. Results indicated that teachers had more positive attitudes toward teacher aides than social workers had towards social service aides. Results are discussed in terms of values and role perceptions of teachers versus social workers.

25. Joffe, Carole. The Impact of Integration on Early Childhood Education. 1973, 10p. ED 080 207.

Compensatory Education, Day Care Services, *Early Childhood Education, *Integration Effects, *Intervention, Nursery Schools, *Parent Attitudes

Different kinds of child care organizations (day care centers and homes, nurseries, and Head Start compensatory programs) are discussed. A description of the nursery program affiliated with the Berkeley Unified School District points out the delineation between classical or "social-emotional development" emphasis in

child care, and the newer trend toward early academic instruction. At the Berkeley nursery, which emphasizes parent participation, it was found that many black parents wanted their children to receive basic academic instruction at an earlier age than many white parents, who advocated a non-rigid, social program for their children. The danger of stifling the creativity of preschool programs by assimilating them into elementary schools is also discussed.

26. Katz, Lilian G. Perspectives on Early Childhood Education. 1972, 24p. ED 068 203.

Curriculum Evaluation, *Disadvantaged Youth, *Early Childhood Education, Educational Equality, Environmental Influences, *Evaluation Criteria, *Learning Motivation, *Preschool Programs, Speeches, Stimulation, Teacher Role

On looking back at Head Start and other early childhood program plans, it is felt that several false assumptions have been made, the most obvious being the idea that poor children are understimulated; another is that poor children can be stereotyped, although there are relationships between poverty and health problems and language development. The proliferation of curriculum models that have been developed to stimulate the child are said to have resulted in increasing polarization of curriculum goals: skills, knowledge, and personal strengths and resources. Distinctions are drawn between the authoritarian and authoritative teacher, between teaching and performing, between children having fun and getting satisfaction, and between excitement and learning. Instead of trying to foster excitement in children, it is stated that a more valuable purpose in education would be to strengthen a child's capacities for sustained interest and effort. Introducing things to children because they are exciting is a pervasive quality of American society, but it is pointed out that this will not produce real learning needed to overcome social, psychological, and economic problems.

27. Keislar, Evan R. The Instructional Environment and the Young Autonomous Learner. 1972, 46p. ED 077 564.

*Classroom Environment, *Early Childhood Education, Educational Research, *Instructional Design, Learning

Activities, *Learning Laboratories, *Learning Processes, Self Directed Classrooms, Student Motivation, Technical Reports

The study of goal-directed learning through the design of components in the environment is reported. Particular emphasis is given to the way the child uses informational resources to attain an educational goal, i.e., the question of how children seek and use available information. The data gathering procedures ranged from the development and use of fairly precise testing devices to informal observations of children's reactions. The research strategy was to move back and forth from studies of the learning center in a controlled laboratory context to those in an open classroom environment. Three types of questions were raised in studying this interface between the child and the instructional environment: (1) children's strategies of information-seeking and use, (2) effectiveness of the learning center in terms of immediate learning outcomes, and (3) possible long-range outcomes. The major unit used for the studies was a learning center which posed a paired-associate learning task. Studies with Head Start children in the laboratory and using the laboratory in a classroom setting are described. Wide individual differences were found in the way young children engaged in self-prompting. Although there was no definite evidence obtained, it seems plausible that the way children attack this task of self-instruction reflects broader personality patterns. The learning center was of considerable interest for most of the young children, being in use from 75% to 100% of the time; it was also effective as a means for self-instruction for a large proportion of these children.

28. Kindergarten Education in Kentucky. 1972, 140p. ED 087 560.

Compensatory Education Programs, Educational Finance, Enrollment, *Kindergarten, Personnel Evaluation, Preschool Education, *Preschool Evaluation, Private Schools, *Program Development, State Federal Aid,*State Surveys,*Statewide Planning

A review of kindergarten programs (state, private, parochial and federally assisted) is set forth in four sections: (1) kindergarten programs in Kentucky public graded schools, (2) non-district public, private and parochial graded schools, (3) kindergarten and nusery school enrollment in private preschool centers, and (4) federally-supported Project Head Start programs for the disadvantaged. The purpose of this report is (1) to provide a comprehensive survey of the existing programs of pre-primary education as a benchmark for future development,

(2) to recognize the dedicated effort of public schools and the private sector to meet the challenging needs of the preschool age child with local funds and whatever categorical aid is available, and (3) to encourage study by state and local agencies of the potential role of kindergartens in helping to reverse the high incidence of negative trends as expressed by delayed entrance, grade retention, dropout rate, and future career retraining. Documentary tables are shown in Appendixes A-E.

29. Kyle, David; And Others. Case Studies of Children in Head Start Planned Variation, 1971-1972. 1973,122p. ED 085 095.

*Case Studies, *Classroom Observation Techniques, Cognitive Development, Concept Formation, *Preschool Children, *Self Concept, *Social Development,

This document presents case studies of children from five preschools of Head Start's Planned Variation Program . The case studies are designed to reflect the meaning of the preschool experience for each individual child, with emphasis on changes in self concept, concepts of the world, interpersonal interactions, and task- oriented behavior. Children were chosen as subjects through teachers' and Head Start Directors' recommendations. The studies were based on information collected in direct observations in the preschool ecnters; interviews with parents were also utilized. In all, case studies of 20 preschoolers are included. Each study describes the child, how Head Start has been helpful, and what else the program might do for the child.

30. Lapides, Joseph. Exceptional Children in Head Start: Characteristics of Preschool Handicapped Children. 1973, 14p. ED 089 844.

*Community Services, *Educational Needs, *Handicapped Children, Language Handicaps, Mentally Handicapped, Physically Handicapped, *Preschool Programs, *Regular Class Placement

This paper is one of a series of documents being issued by the Head Start Regional Resource and Training Center in response to a need to develope a variety of materials for use in local Head Start programs. The term "handicapped preschool child" is defined, and a list of handicapped conditions and the special needs they may generate is presented. For purposes of identi-

fication and discussion, the following categories are considered; auditorially-handicapped children, chronically-ill children, emotionally-disturbed children, mentally retarded children, orthopedically-handicapped children, speech impaired children, visually-handicapped children, and multiple-handicapped children. Suggested resources for aid and information are given for each category.

31. Lapides, Joseph. A Model for Regional Training for Head Start Services to Handicapped Children. 1973, 11p. ED 089 843.

Attitudes, *Educational Programs, *Handicapped children, *Information Dissemination, *Inservice Programs, Instructional Materials, *Models, Objectives, Parent Education

This document describes a model for regional training of Head Start personnel. It reports on a training symposium convened to clarify the objectives and methods involved in Head Start's commitment to serving handicapped children. Participants were divided into small groups and were encouraged to actively discuss, question, and share their reactions. Consultants worked with each small group sparately. Some of the goals of the 2-day program were: (1) orientation to Head Start/s responsibility toward the handicapped, (2) providing participants with background information about handicapped children, how to work with such children in integrated settings and available community resources for serving these children, (3) providing Head Start participants with a replicable training model, (4) giving parents information about Head Start's commitment, and (5) identifying attitudes toward handicapped children in a safe, facilitative environment which was conducive to sharing and learning. The agenda for each day of the program is included.

32. Larsen, Janet J. Yes, Head Start Improves Reading! 1972, 15p. ED 079 693.

Beginning Reading, *Compensatory Education Programs, *Preschool Programs, Reading, *Reading Achievement, Reading Development, *Reading Improvement, Reading Programs, Reading Readiness, *Reading Research, Reading Skills

This study evaluated the effect of a Head Start program on children's intelligence and reading achievement test scores over a three year period. Each of 25 Head Start children was paired with a non-Head Start child of the same race, sex, age, socio-

economic status, date of school entrance, kindergarten experience, promotion record, and type of school. The second part of the study involved a three year followup assessment of intelligence test scores of children who had attended Head Start before entry into school. The conclusions was reached that Project Head Start had been effective in preparing children for later reading achievement, as determined by the word meaning subtest of the Stanford Achievement Test. The durability of this effect was demonstrated over a three year span. Intelligence, as measured by the Stanford-Binet Intelligence Test, improved during the longitudinal study, but the preschool program could not be given credit for the positive change. The author recommends continued longitudinal research in preschool compensatory education.

33. Larson, Daro E. Stability of Gains in Intellectual Functioning among White Children Who Attended a Preschool Program in Rural Minnesota. Final Report. 1972, 14p. ED 066 227.

Arithmetic, Comparative Analysis, Control Groups, *Disadvantaged Youth, Early Childhood Education, Experimental Groups, *Intellectual Development, Intervention, Kindergarten Children, *Performance Tests, *Preschool Education, Research, Rural Youth, Testing, Word Study Skills

This study was undertaken to ascertain the degree of stability of significant gains made in intellectual functioning by a group of children who attended Head Start programs and two groups of children who did not attend preschool programs. Data collected and analyzed at post kindergarten showed nonsignificant differences between performance levels of the experimental group and the control groups in intellectual functioning, the phonemes test and the letter names test. The experimental group performed significantly below one control group on the learning rate test. Data collected and analyzed at post-first grade showed nonsignificant differences between performance levels of the experimental group and the control group in intellectual functioning, on work study skills and arithmetic. The experimental group performed significantly below the control groups on paragraph meaning and vocabulary.

34. Levine, David. Head Start Psychological Services in a Rural Program. 1972, 6p. ED 070 516.

Career Opportunities, *Identification, *Models, *Preschool Children, *Psychological Services, *Rural Areas

A model of delivery of psychological services which takes into account the limited availability of trained psychologists in rural communities and which offers advantages in terms of offering career opportunities for the target population is presented. The model de-emphasizes "early identification".

35. Lukas, Carol Van Deusen; Wohlleb, Cynthia. Implementation of Head Start Planned Variation: 1970-71. Part I. 1973, 283p. ED 082 834.

Classroom Observation Techniques, Data Analysis, Measurement, *Models, *Preschool Children, *Preschool Programs, *Program Design, Program Effectiveness, *Program Evaluation, Site Analysis, Staff Role, Training

This report is Part I of a study of program implementation in 12 models of Head Start Planned Variation. Chapters examine (1) how well models are implemented, using sponsor ratings of teachers as the data source; (2) the factors which may influence the extent to which models are implemented, such as sponsor input, staff reaction and input, and the context in which implementation is undertaken, (3) the correlations between the factors which explain variations in levels of implementation; and (4) what the model classrooms are like in practice, using classroom observation data. Included are a summary of findings, recommendations for future implementation studies, and data tables.

36. Lukas, Carol Van Deusen; Wohlleb, Cynthia. Implementation of Head Start Planned Variation: 1970-1971. Part II. 1973, 122p. ED 082 835.

Analysis of Variance, Classroom Observation Techniques, Factor Analysis, *Models, *Preschool Children, *Preschool Programs, *Program Evaluation, Questionnaires, Site Analysis, *Tables (Data), Training.

This volume of appendices is Part II of a study of program implementation in 12 models of Head Start Planned Variation. It presents details of the data analysis, copies of data collection instruments, and additional analyses and statistics. The appendices are: (A) Analysis of Variance Designs, (B) Copies of Instruments, (C) Additional Analyses, (D) Means and Standard Deviations, (E) Factor Analysis of the Consultant Site Assessment, (F) List of Fifty-one Classroom Observation Variables, and (G) Means and Standard Deviations for Classroom Observation Variables.

37. Lundberg, Christina M.; Miller, Veatrice M. Parent Involvement Staff Handbook: A Manual for Child Development Programs. 1972, 55p. ED 075 074.

*Adult Leaders, Compensatory Education Programs, *Guides, Motivation, *Parent Participation, Preschool Education, *Staff Orientation, Teamwork

A handbook to guide coordinators of parent activities in their role in a quality Head Start Program is presented. Discussion includes the following topic: motivation, informal and formal participation, teamwork, and total involvement. A bibliography is attached.

38. Meissner, Judith A.; Shipman, Virginia C. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study: Structural Stability and Change in the Test Performance of Urban Preschool Children. Summary Report. 1973, 20p. ED 079 417.

*Age Differences, Cognitive Ability, *Cognitive Development, Conceptual Tempo, *Disadvantaged Youth, Longitudinal Studies, *Performance Tests, Preschool Children, Reaction Time, Technical Reports

The project report summarized here describes the interrelationships of the individually administered tests given to 820 Head Start children from three urban sites in the second year of a longitudinal study. These results are compared with those obtained in Year 1, the year prior to the students' attendance in a group program. The tests tapped cognitive skills (e.g., general knowledge, verbal and perceptual-motor abilities, reasoning skills, Piagetian-based conservation development), cognitive styles (e.g., analytic abilities, reflection-impulsivity), and a variety of personal and social behaviors (e.g., risk-taking, cooperation, self-concept, and play preference). In both years, analyses of the test data yielded two main dimensions: (1) a general ability dimension, and (2) a response tempo dimension. Some task-specific styles and behaviors were also defined. Year 2 analyses also revealed a spontaneous verbalization factor unrelated to the major verbal competency measure. In addition, there was some evidence in Year 2 for generalization of specific personal and social behaviors (compliance and the desire to please) across tasks. Both economic eligibility and later selection for Head Start were associated with cognitive performance differences in Year 1, and significant differences remained in Year 2. High similarity in the factor structure across years was shown.

39. Pavloff, Gerald; Wilson, Gary. Adult Involvement in Child Development for Staff and Parents. A Training Manual. 1972, 150p. ED 077 562.

*Child Care Workers, *Child Development, Manuals, *Parent Participation, Preschool Education, *Preschool Programs, *Staff Role, Volunteers

Ways to increase the involvement of parents in child development programs are presented in this training manual. The sections of the manual are as follows: I. Parent Involvement; II. How Parents Can Participate; III. Making Participation Meaningful; IV. What the Parent Groups Do; V. The parent Sub-Committee; VI. What Would the Parents Be Interested In?1 VII. Parent Involvement and the Head Start Director; VIII. Parent Involvement and the Center Staff; IX. The Policy Council and the CAA Board of Directors; and X. Help, Hints and Concluding Thoughts. Appendixes provide the following: A. Prisoner's Dilemma Game; B. The Sub-Committee, Center Committee, and Policy Council; and C. Sample By-Laws for a Head Start Policy Council--A Guide for Revising or Developing By-Laws.

40. Payne, James S.; And Others. Head Start: A Tragicomedy with Epilogue. 1973, 253p. ED 081 506.
Document not available from EDRS.

*Administrative Problems, *Compensatory Education Programs, *Federal Programs, Learning Activities, Literature Reviews, Lunch Programs, Parent Participation, *Preschool Children, *Program Improvement, Staff Utilization, Student Transportation, Teacher Aides

This book explains the purpose and value of the Head Start program and its potential for changing children, families and communities. Part I is concerned with the administrative problems of personnel, transportation, and parent communication. Part II suggests administrative improvements to enhance the operation of the program and at the same time facilitate the development of the employees, volunteers and parents.

Available from: Behavioral Publications, Inc., 2852 Broadway, Morningside Heights, New York, NY 10025 ($9.95, paper)

41. Perspectives on Parent Participation in Project Head Start: An Analysis and Critique. 1972, 226p. ED 080 217.

*Economic Disadvantagement, *Educational History, Educational Theories, Group Discussion, Home Visits, *Literature Reviews, *Parent Participation, Policy, *Preschool Programs, Social Change

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement in which parents were paid employees in Head Start programs was also studied. This report is divided into two parts. Part I is a discussion of the theoretical orientations behind the formation of Head Start and the other anti-poverty programs, and an examination of the history and development of the Community Action Program and Head Start itself. Part I concludes with a description and analysis of parent participation in the program. Part II is a review of the literature of the past decade related to Head Start and Head Start programs. The report also gives a summary and analysis of the parent participation project research implications. Related documents include PS 006 814, PS 006 815, and PS 006 817.

42. Project Head Start 1969 - 1970: A Descriptive Report of Programs and Participants. 1972, 344p. ED 072 858.

Compensatory Education Programs, *Disadvantaged Youth, Educational Equipment, Educational Facilities, *Family Characteristics, *Federal Programs, Health, Instructional Materials, Medical Treatment, Minority Groups, Nutrition, Parent Participation, Preschool Children, *Preschool Programs, *Preschool Teachers, Program Descriptions, Statistical Analysis, Tables (Data), Teacher Aides

This report is the third in a series describing the range of children, their families, and staff members who have participated in Project Head Start and the center activities in which they have been involved. The data presented here offer a general picture of the various populations served and activities in which they participated during the Full Year 1968-69, Summer 1969, and Full Year 1969-70 Head Start programs. The five sections concern: (1) children and their families; (2) medical and dental information--immunizations, screening tests and care, dental care, other medical conditions and care; (3) center information--staff and participants, facilities and transportation, supplies, activities and equipment, nutritional services, curriculum and training, center operations and program support; (4) staff member characteristics, and (5)

parent participant--center activities, class activities. The tables presented were selected as a means of suggesting leads for additional and more refined analyses of these data as well as pointing to areas where smaller special studies may be helpful. Copies of the forms and questionnaires used to collect the data, with the instructions used to complete them, are provided in the appendix.

43. Rayder, Nicholas F.; And Others. Implementation of the Responsive Program: A Report on Four Planned Variation Communities. 1973, 200p. ED 085 102.

Achievement, Classroom Environment, Community Characteristics, *Disadvantaged Youth, *Early Childhood Education, *Evaluation, Faculty Mobility, *Federal Programs, *Intervention, Measurement, Parent Participation, Program Effectiveness, Teacher Attitudes

This report describes and evaluates the implementation of the Far West Laboratory's Responsive Educational Program (REP) in four communities participating in the Head Start and Follow Through "Planned Variation" experiment. The purposes of the report are: (1) to evaluate a particular implementation effort, and (2) to devise a new framework for such an evaluation. Separate sections are devoted to implementation evaluation as related to the Program Advisor, the Community and the School System, the Classroom Process, Parent Participation, Child Services, and the Child. Several evaluation instruments are described. Data tables are interspersed throughout the report and appendices include supporting information.

44. Reese, Clyde; Morrow, Robert O. Socioeconomic Mix Effects on Disadvantaged Children in Preschool Child Development Programs: Phase II. 1973, 94p. ED 082 814.

*Cognitive Development, *Disadvantaged Youth, Language Development, *Longitudinal Studies, *Preschool Children, Social Behavior, Social Development, *Socioeconomic Influences

This document reports on Phase II of a 2-year research project. The first phase had investigated the effects of socioeconomic mix on the cognitive and social development of disadvantaged preschoolers. The objectives of Phase II were (1) to continue assessment of effects on the disadvantaged subjects over a 2-year

span during which there were four testing periods, and (2) to determine the effects of socioeconomic mix on the advantaged children. Subjects (N=37) classified as disadvantaged, and 25 advantaged preschoolers were studied in three group conditions. Group I had a ratio of 50/50 disadvantaged to advantaged; Group II, 75/25; and Group III (100% disadvantaged) served as a control. Instruments used to assess developmental change were the Preschool Inventory, the Peabody Picture Vocabulary Test, the Cincinnati Autonomy Test Battery, and the Kansas Social Interaction Observation Procedure. Two major conclusions drawn from analyzing the data were that (1) the positive effects of socioeconomic mix on the cognitive development of disadvantaged preschoolers were maintained over a 2-year period, and (2) the advantaged subjects who participated in the second year of the study realized positive gains on both the cognitive and social dimensions. Other conclusions concerned the effects of socioeconomic mix on adult-child interactions and the children's peer relationships. Data tended to support the value of socioeconomic mix in preschool classrooms; study limitations are delineated. (For related document, see ED 067 147.)

45. Rentfrow, Robert K. Intensive Evaluation of Head Start Implementation in the Tucson Early Education Model. 1972, 58p. ED 071 778.

Affective Behavior, Analysis of Covariance, Attitude Tests, Behavior Rating Scales, *Child Development, Classroom Observation Techniques, Cognitive Development, *Comparative Analysis, Correlation, Data Analysis, Demography, *Disadvantaged Youth, Measurement Instruments, Preschool Education, *Preschool Programs, Program Effectiveness, *Program Evaluation, Social Development, Technical Reports, Test Reliability

As part of the national Head Start Planned Variation Study, this study used a relatively small sample in an intensive evaluation of program implementation in one field community using the Tucson Early Education Model (TEEM). A modified Solomon four-group research design formed the organization framework. Evaluation of six TEEM classrooms and two locally implemented Comparison classrooms included a child data battery, classroom observation, situational tasks, Director's ratings, and demographic information. The child data battery, which emphasized both the cognitive and socio-affective domains, was given in the fall of 1971 to approximately half the TEEM children and to one of the Comparison classes. Spring testing included all groups. Analysis indicated that Comparison groups were not optimally matched to TEEM children; Comparison children were slightly older and performed better on

pre-test. The difference in levels of inappropriate behavior during teacher absence between TEEM and Comparison classrooms was significant. Analysis of classroom observation indicated that TEEM classrooms had more Child-initiated learning sequences combined with lower teacher initiated learning sequences. Due to limited sample size in this study, wide-ranging generalizations are not justified. But the utility of classroom observation techniques for assessing process goals within the open classroom framework was indicated.

46. A Report on Two National Samples of Head Start Classes: Some Aspects of Child Development of Participants in Full Year 1967-68 and 1968-69 Programs. Final Report. 1972, 220p. ED 085 407.

Achievement Gains, Child Development, *Classroom Environment, *Cognitive Development, Compensatory Education Programs, Culturally Disadvantaged, Emotional Development, *Family Characteristics, Family Environment, Parent Child Relationship, Parent Influence, Personality Development, *Preschool Children, Preschool Evaluation, Program Evaluation, *Social Development, Teacher Characteristics

Some characteristics of children, their families, the programs they attended, and the relationship of these experiences to their development are covered in this national report on the immediate changes associated with participation in full year Head Start programs. Major emphasis was placed on the child's cognitive and social development in the context of the classroom experience. Data was collected through the use of 24 forms, questionnaires and tests. Major findings were: (1) life circumstances associated with family economic status were associated with the child's performance on measures of cognitive development and achievement upon entering a Head Start Program. (2) There were significant overall gains on cognitive development, preacademic readiness, the ability to learn a new task, and achievement motivation. The gains were greater than expected at usual maturational rates. (3) As age increased, achievement motivation increased and adjustment problems decreased. (4) Teacher demographic variables were not related to the progress of the children. (5) Programs did make a difference and the highly structured focused, and well-implemented compensatory programs brought about greater immediate cognitive gains than low structured, diffuse and less well implemented programs. (6) There was substantial variation in cognitive gains among classes and a significant amount of this variation could be predicted from class and teacher-based observation.

47. Robinson, Virginia Hope. Comparison of Standard English Patterns Produced by Head Start Participants and Comparable Children with No Head Start Experience. 1972, 168p. ED 070 081. Document Not Available from EDRS.

*Early Experience, Ethnic Groups, Females, Males, *Mexican Americans, *Negro Students, *Nonstandard Dialects, Pronouns, Sex Differences, *Standard Spoken Usage, Verbs

This study compared the use of oral language of children who had participated in a Head Start program with that of children with no preschool experience. Of the 43 children enrolled in Project Uplift, 25 were Afro-American, one was Anglo-American, and seventeen were Mexican-American. It was found that Head Start participation for the groups studied did not seem to affect significantly the ability to imitate standard English patterns or to increase use of standard forms of pronouns and auxiliary verbs in the production of language. This study showed that Mexican-American subjects employed a higher proportion of standard forms of auxiliary verbs than did Afro-Americans. Further, of all subgroups, Afro-American boys with two years of participation in this Head Start program seemed most likely to have been affected by the experience. Two-year Afro-American subjects used fewer nonstandard responses in the imitation task and employed a larger proportion of auxiliary verbs in the oral language tasks than did subjects with no Head Start experience.

Available from: University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23, 178, MF $4.00, Xerography $10.00)

48. Rosen, Pamela. Self-Concept Measures. Head Start Test Collection. 1973, 8p. ED 086 737.

*Annotated Bibliographies, Behavior Rating Scales, Elementary School Students, Kindergarten Children, Measurement Techniques, Preschool Children, Preschool Tests, School Attitudes, Self Concept, *Self Concept Tests, Self Evaluation, *Student School Relationship, *Tests

Forty-four items published between 1963 and 1972 are listed in this annotated bibliography which deals with a variety of self-concept measures appropriate for use with children from the preschool level through the third grade. For the purposes of this listing, self-concept was defined as a multidimensional construct encompassing the range of a child's perceptions and evaluations

of himself. Many of the sources emphasize the learner's self-concept or the child's conception of himself in the school environment. However, several global measures are also described.

49. Rosen, Pamela, Ed. Test Collection Bulletin Vol.7, No. 2, April 1973. 1973, 18p. ED 085 404.

Achievement Tests, Aptitude Tests, Attitude Tests, *Bulletins, Elementary School Students, Evaluation Techniques, Information Dissemination, Interest Tests, *Measurement Instruments, Personality Tests, *Preschool Tests, Testing, Test Reviews, *Tests

The Test Collection Bulletin is a quarterly digest of information on tests and test related services and activities. Each issue lists acquisitions to the E-T-S-Test Collection, an extensive library of tests, questionnaires, record and report forms and other assessment devices. In this issue are 147 measures of achievement, aptitude, personality and attitudes, sensory-motor skills, and miscellaneous skills. Also included are announcements of tests, test reviews, new references on measurement and evaluation, and a listing of tests no longer available. Some of the tests described are part of the special Head Start Test Collection, which has been established to provide information about instruments for those engaged in research involving young children. Such tests are specifically indicated.

50. Shipman, Virginia C. Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study. Demographic Indexes of Socioeconomic Status and Maternal Behaviors and Attitudes. 1972, 90p. ED 069 424.

*Demography, *Disadvantaged Youth, Factor Analysis, Interviews, *Longitudinal Studies, Mother Attitudes, Parent Role, Questionnaires, Reactive Behavior, *Socioeconomic Status

Part of a Head Start longitudinal Study on disadvantaged children and their first school experience, this report provides: 1) a description of interrelationships among certain demographic indices, maternal attitudes, and behaviors reported in the parent interview using factor analytic techniques, and 2) plans for obtaining a reduced set of scores suggested by the results of structural analysis. Considerable variation in responses was evidenced in the data, concurring with other findings of the

greater range than had previously been reported in level of stimulation and support offered a child in lower-class homes. The inappropriateness of speaking in terms of a single homogeneous "culture of poverty" is noted. The data suggest the feasibility of using a reduced set of scores from the interview to reflect meaningful differences in resources provided the child. Appendices are provided on parent interview and interviewer instructions, score description, and supplementary tables.

51. Shipman, Virginia. Disadvantage Children and Their First School Experiences: ETS-Head Start Longitudinal Study. Preliminary Description of the Initial Sample Prior to School Enrollment. Summary Report. 1971,55p. ED 084 040.

Cognitive Development, Compensatory Education Programs, *Disadvantaged Youth, *Early Childhood Education, Early Experience, Emotional Development, *Environmental Influences, *Evaluation, Family Characteristics, *Longitudinal Studies, Social Development

This report is a summary statement about a broad-based longitudinal study being conducted by Head Start. It concerns the effects of early school experiences on over 1800 disadvantaged children, ages 4 to 8, and their families who live in four poverty areas. The report (1) raises basic questions about the nature of education, learning, and researcher; (2) explains the potential value of the study in terms of its design; (3) describes the types of information being collected and the data gathering procedures being used; (4) describes the children, families, and communities involved in the study; and (5) discusses preliminary findings and their implications. Variables important to the study are cognitive, social, personal, and physical developmental characteristics (related to differing environments) and family characteristics.

52. Shipman, Virginia C.; And Others. Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study: Structure and Development of Cognitive Competencies and Styles Prior to School Entry. 1971, 265p. ED 068 522.

*Cognitive Development, *Data Collection, *Disadvantaged Youth, *Educational Experience, Evaluation Methods, Item Analysis, *Longitudinal Studies, Preschool Children, Research Methodology

In a continuing description of a Head Start longitudinal study, analyses are presented of the interrelationships among individual measures of the child's performances prior to school entry, accompanied by brief descriptions of the tasks and the scores used. Despite the size and extensiveness of the data base, the findings are considered tentative until further data is collected on socio-cultural determinants, developmental trends, and other interrelationships. This report describes the interrelationships among certain cognitive, perceptual, and personal-social behaviors of the children, age 4, in the first year of the study as assessed by the initial test battery. Chapters of the report include characteristics of the sample, methodology, results and discussion, and conclusions. Structural analyses of the Year 1 child test data yielded 1) a general ability dimension (i.e., information-processing skills) cutting across contents and operations sampled in the cognitive test battery, and 2) a stylistic response tempo dimension. Descriptions of each of the individual child measures are presented in the appendices, which comprise about half the report.

53. Shipman, Virginia C. Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study. Structural Stability and Change in the Test Performance of Urban Preschool Children. 1972, 110p. ED 078 011.

*Compensatory Education Programs, Disadvantaged Youth, Kindergarten, *Longitudinal Studies, Preschool Education, Primary Grades, *Program Effectiveness, Tables (Data), Technical Reports

This is the eighth report describing the progress of the ETS-Head Start Longitudinal Study. The study began in 1969 with the collection of data on over 1800 children ranging from 4 through 8 years in age. Data collection on these children and their families, communities and schools in planned to continue through spring of 1972. This report describes: (1) inter-relationships among certain cognitive, perceptual and personal-social behaviors of the children in the first two years of the study, and (2) similarity of the structural findings obtained in both years. A chapter on sample characteristics provides tables and statistics which indicate both the composition of the three-site longitudinal sample and the extent to which it differs from the initial four-site sample. A chapter on methodology describes how the test data were gathered and the various processing operations and methods of analysis. Findings from the various structural analyses of the test data, including comparisons by major subject classifications, are presented. The general results of the analysis to date are summarized, and plans for further analysis are given.

54. Shipman, Virginia C., Ed. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longtitudinal Study. Technical Report Series. 1972, 433p. ED 081 813.

Data Analysis, Data Collection, *Disadvantaged Youth, *Longitudinal Studies, *Measurement Instruments, *Preschool Tests, Tables (Data), *Technical Reports, Testing, Tests

This volume consists of a series of technical reports on each of the individual test measures administered in both Years 1 and 2 of the Longitudinal Study of Disadvantaged Children and Their First School Experiences. Each report includes: (1) relevant background information concerning the task's purpose and related research findings, (2) general task description and administration procedures, including training cautions where appropriate; (3) scoring and, where necessary, coding procedures; (4) score properties as revealed in various internal analyses; (5) sample performance, including descriptive information by three-month age groups and sex for the total sample tested in Year 1 and in Year 2, and comparative analyses for the longitudinal sample (those children tested in both years of the study); (6) information bearing on construct validity, i.e., the task's convergent and, where possible, discriminant validity, the extent to which the measure has the same meaning in Year 1 and Year 2, the similarity of meaning across groups (i.e., SES); and (7) discussion of methodological aspects affecting valid assessment (e.g., reliability, item characteristics, irrelevant measurement difficulties and appropriateness for field use). (For related documents, see TM 003 175-198.)

55. Shure, Myrna B.; Spivack, George. A Preventive Mental Health Program for Four-Year-Old Head Start Children. 1973, 10p. ED 076 230.

*Behavior Change, Concept Formation, *Concept Teaching, *Incividual Development, Interpersonal Problems, *Preschool Children, Preschool Education, Problem Solving, Program Descriptions, *Social Adjustment, Technical Reports

Based on background research showing that both impulsive and inhibited children are deficient to better-adjusted classmates in ability to conceptualize alternative solutions to real-life problems and potential consequences to a given act, a study was conducted to aid the child in thinking for himself of ways to solve his own interpersonal problems and in implementing his decisions in behavior. Teaching focused on certain specific

elements of language and cognition needed to solve problems and on ways to use these skills in solving real interpersonal problems. Ss were 113 black children, equally balanced for sex and IQ. Sequenced games and dialogues were used to teach three levels of language and thinking related to behavioral adjustment. Findings suggest that: (1) while all training youngsters gained in their ability to conceptualize both solutions and consequences, aberrant children who needed the program the most benefitted the most; and (2) training was equally beneficial to children initially dispaying either impulsive or overly inhibited behaviors. The finding considered most important is the direct link established between change in the trained problem-solving thinking skills and improvements in behavioral adjustment.

56. Speech, Language and Hearing Program: A Guide for Head Start Personnel. 1973, 64p. ED 077 584.

Child Development, *Communication Skills, Guides, *Hearing Therapy, *Language Development, Parent Counseling, *Preschool Children, Preschool Education, Remedial Programs, *Speech Therapy, Teaching Techniques

This guide is designed to assist Head Start Personnel in effectively approaching communication problems of children. The sections of the guide are as follows: (1) Introduction, (2) Development of Speech and Language (Normal Development of Speech and Language; Factors; Influencing Speech and Language Development), (3) Goals of the Speech, Language, and Hearing Program (Speech and Language Development Services; Clinical Services; Parent Counseling), (4) Speech and Language Development Services (Specific Teaching Goals; Geographical and Social Considerations), (5) Counseling Parents and Teachers (How Adults Can Stimulate Normal Speech and Language Development; How Adults Can Help Children with Speech, Language, and Hearing Handicaps), and (6) Clinical Speech, Language, and Hearing Services (Clinical Speech and Language Services; Clinical Hearing Services).

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1792-00010, $0.70, postpaid)

57. Van De Riet, Vernon; Resnick, Michael B. A Sequential Approach to Early Childhood and Elementary Education. 1973, 243p. ED 085 101.

Academic Achievement, *Disadvantage Youth, *Early

Childhood Education, Emotional Development, Evaluation, Federal Programs, *Intervention, Language Development, Longitudinal Studies, Methodology, Motivation, Parent Participation, *Program Descriptions, *Sequential Learning, Student Ability, Student Behavior, Tables (Data), Teacher Behavior

This evaluation report consists of a description and longitudinal analysis of the long term educational impact of the Learning to Learn Program on children from poverty backgrounds. The program is based on the principle that children's development follows an orderly sequence of growth from motor to perceptual to symbolic stages. The results of this study indicate that Learning to Learn Program graduates, at the end of second grade, are experiencing impressive educational and developmental success in public school. Data tables, graphs, and photographs are included.

58. Volunteers in the Child Development Center Program. 1972, 45p. ED 077 581.

*Child Development Centers, Disadvantaged Youth, Guides, Preschool Education, *Teacher Aides, *volunteers, *Volunteer Training

Suggestions for expanding and improving the volunteer participation in all local Head Start programs are provided in this manual. The primary aims of the volunteer programs are to: (1) provide additional staff in all areas of the program, thus increasing the effectiveness of the paid staff; (2) give interested local citizens, including parents of the children, an opportunity to participate in the program; (3) establish a systemized method of mobilizing community resources for the expansion and improvement of all parts of the program; and (4) build better understanding for the over-all war on poverty and stimulate citizen support for improved services in education, health, and welfare for children and their families. Official policies concerning use of volunteers in the Head Start program are noted. Guidelines for developing a volunteer program are provided under the following sections: Advance Planning, Job Inventory, Recruitment, Interviewing, Orientation and Training, Staff and Volunteer Relationships-- Using Volunteers Effectively, Recognition, and Evaluation. An Appendix provides Sample Registration and Placement Form, Suggested Training Program, Sample Job Descriptions (Coordinator of Volunteers, and Volunteer Classroom Aide), Guide for Evaluating Volunteer Services, and Suggested Reading.

59. Walker, Debbie Klein; And Others. The Quality of the Head Start Planned Variation Data. Volume I. 1973, 273p. ED 082 856.

Achievement Tests, Affective Tests, Cognitive Measurement, Compensatory Education, Data Analysis, *Evaluation, Family Background, Intelligence Tests, *Measurement Instruments, Predictive Validity, *Preschool Programs, Tables (Data), Task Performance, *Test Reliability, *Test Validity

This publication, the first of two volumes, describes the cognitive, psychomotor, and socioemotional measures used in all years of the Head Start Planned Variation Evaluation. Part I discusses generally the issues involved in evaluating the quality of the data, and summarizes findings. Part II contains technical reports on 12 of the individual measures used in the evaluation, such as the Preschool Inventory and the Stanford-Binet Intelligence Test (which were considered especially useful), the classroom Behavior Inventory, and the Brown IDS Self-Concept Referents Test. There is a description of each measure and the theory behind it, as well as a review of the available data on the measure's reliability, validity and other technical qualities. Judgments on the usefulness of the measures, and a summary of the information on which the judgments were based are presented. Data tables are included.

60. Walker, Debbie Klein; And Others. The Quality of the Head Start Planned Variation Data. Volume II. 1973, 281p. ED 082 857.

Achievement, Affective Tests, Cognitive Measurement, Compensatory Education, Data Analysis, *Evaluation, Family Background, Intelligence Tests, *Measurement Instruments, Predictive Validity, *Preschool Programs, Tables (Data), Task Performance, *Test Reliability, *Test Validity

This publication continues the descriptions of the cognitive, psychomotor, and socioemotional measures used in all years of the Head Start Planned Variation Evaluation study. Included is a detailed examination of each measure, a discussion of the theory behind it, and a review of the available data on the measure's reliability, validity and other technical qualities. The last half of the document contains appendices relating to the procedures used in examining the quality of the data: (a) Test-Retest/Inter-Tester Reliability Study; (b) Eight-Block Sort Reliability Study; (c) Classroom Behavior Inventory Test-Retest Reliability Study; (d) Coding Reliability Study; (e) Classrrom Information

Form Reliability Study; (f) Parent Information Form Test-Retest Reliability Study; and (g) Quality of the Testing Procedure. Data tables are included.

61. Walls, Richard T.; Rude, Stanley H. Exploration and Learning-to-Learn in Disadvantaged Preschoolers. 1972, 16p. ED 073 847.

Cognitive Development, Compensatory Education Programs, *Disadvantaged Youth, *Discrimination Learning, *Learning Motivation, *Preschool Education, Research Methodology, *Stimulus Behavior, Technical Reports, Transfer of Training

The study assessed contributions of different novelty pairings and reward types to exploration behavior across three successive discrimination learning problems in a 3 x 2 x 3 mixed design. After learning a simple two choice discrimination problem, Head Start subjects responded to six double reward trials and six extinction trials. A learning-to-learn effect occurred with regard to both problem solution and decision time. Epistemic curiosity was evident across problems to the extent that children would explore a novel object even after learning that the familiar object was associated with reward. Reward type did not affect response selection but did increas response latency on initial double reward trials.

Also available from: Richard T. Walls, Educational Psychology, 806 F.T., West Virginia University, Morgantown, West Virginia 26506

62. Ward, William C. Correlates and Implications of Self-Regulatory Behaviors. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. 1973, 95p. ED 087 565.

*Age Differences, Behavior Development, *Disadvantaged Youth, Environmental Influences, Family Environment, *Longitudinal Studies, *Preschool Children, *Self Control, Social Behavior

The purpose of the present report was to explore the effects of certain experimental variables on the development and integration of self-regulatory behaviors. A second purpose was to examine the relations between these behaviors and other non-test based sources of information on the child's behavior and environment during the preschool years. Finally, further evidence was sought

as to the nature of developmental stability and change in self-regulation during this period. Four distinct series of analyses were undertaken. One considered the relation between preschool attendance and the levels and intercorrelations of self-regulatory behaviors. A second series focused on the relation between self-regulatory behaviors and information on the child's home environment; detailed information was collected from interviews with the children's mothers. In the thire analysis, children's personal-social behaviors during free play in the preschool were examined for possible relations to self-regulatory behaviors. The final series provided another way of studying consistencies and discontinuities in children's performance on a certain measure over successive years of development.

63. Zamoff, Richard B.; And Others. Evaluation of Head Start Experience with "Healthy, That's Me" in the Second Year. Volume I. 1973, 157p. ED 086 325.

Curriculum Evaluation, *Health Activities Handbooks, Health Books, *Health Education, Health Guides, Health Programs *Interviews, Parent Attitudes, Parent Education, *Preschool Curriculum, Preschool Teachers, *Program Evaluation, Teacher Evaluation

This evaluation report is based primarily on interviews administered to Head Start parents and staff at 26 Head Start centers during 1972-73. Chapter I provides a summary of major findings and recommendations. Chapter II summarizes the current status of the health education curriculum guide, "Healthy, That's Me" and discuss the objectives of the second years's evaluation. Chapter III presents the overall reactions of Head Start staff and parents to the curriculum guide, as well as general suggestions for revisions and priorities for additional material to be included in the guide. Chapter IV assesses the impact of "Healthy, That's Me" on various health-related attitudes and behaviors of Head Start staff, parents and children. Chapter V identifies the costs of various types of teacher training in the use of "Healthy, That's Me' and relates these types of training to teacher, parent, and child outcomes. Included in the final chapter are recommendations for revisions of the curriculum guide and suggestions for methods of training Head Start teachers to use the guide. The appendices provide a detailed analysis of the topics listed above.

64. Zamoff, Richard B.; Regan, Katryna J. Evaluation of Experiences with the Use of "Healthy, That's Me", Volume I. 1972, 77p. ED 073 822.

*Curriculum Evaluation, *Curriculum Guides, Disadvantaged Youth, *Health Education, Inservice Teacher Education, Parent Participation, Preschool Education, *Preschool Programs, Program Effectiveness, Technical Reports

This report summarizes Head Start experience with the health education curriculum guide "Healthy, That's Me" in the first four months of 1972. Information was collected from regional office staff and from Head Start directors, nurses, teachers, teacher aides, and teacher trainers. Teacher and staff reaction to the guide, the training they received in its use, and its effectiveness in the classroom are discussed. The information and recommendations in these areas are intended to be of use to the Office of Child Development in introducing the guide to other centers, revising the guide, and training teachers in its use. The report also includes a parent interview (in English and Spanish) designed with Head Start parents for possible use in subsequent evaluation. Problems in this evaluation were created because a large number of centers were not using the guide, many having never received it. These and other operational problems at Office of Child Development headquarters have resulted in confusion at the local level. Wide variation was found in the way the guide has been introduced and in staff training in its use; training appears to have been poorly planned and coordinated. Most directors, teachers and teacher trainers are enthusiastic about the guide. So few parent handbooks have been distributed that their reactions to it cannot yet be ascertained. Many Head Start teachers were not using any health education materials previously.

65. Zamoff, Richard B.; Regar, Katryna J. Evaluation of Experiences with the Use of "Healthy, That's Me." Volume II: Appendices. 1972, 93p. ED 068 184.

*Course Evaluation, *Evaluation Criteria, *Health Programs, Interviews, Methods, *Preschool Porgrams, Surveys, Teaching Procedures

Four appendices are presented for the evaluation of experiences with the use within Head Start of the "Healthy, That's Me" program. Appendix A deals with methodology for the use of telephone interviewing, including data on associated costs. Appendix B presents letters to respondents selected for telephone interviews and samples of interviews used with teachers and trainers. The third appendix gives a review of memos from the Office of Child Development to regional offices regarding health education curriculum objectives and evaluation. Parent interviews are given in Appendix D in both English and Spanish.

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Fendrick, David. What's Happening to Early Childhood Development? Notes on the Future of Education, v3 n2 pp7-11, Sum 1972 EJ 069 812

Handler, Ellen. Organizational Factors and Educational Outcome: A Comparison of Two Types of Preschool Programs. Education and Urban Society, v4 n4 pp441-458, Aug 1972 EJ 063 927

Head Start in the Grand Canyon. Saturday Review, v55 n30 pp34-7, Jul 1972 EJ 060 042

Highberger, Ruth; Brooks, Hellen. Vocabulary Growth of Head Start Children Participating in a Mothers' Reading Program. Home Economics Research Journal, v1 n3 pp185-7, Mar 1973 EJ 077 523

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Hodges, Walter L. The Implications of Design and Model Selection for the Evaluation of Programs for the Disadvantaged Child. Merrill Palmer Quarterly, v19 n4 pp275-288, Oct 1973 EJ 084 992

Hutton, Jerry B. Relationships Between Teacher Judgment, Screening Test Data and Academic Performance For Disadvantaged Children. Training School Bulletin, v68 n4 pp197-201, Feb 1972 EJ 054 591

Jacobson, Claire; Drije, Carla. Role Relations Between Professionals and Paraprofessionals in Head Start. Journal of Research and Development in Education, v5 n2 pp95-100, W 72 EJ 056 685

Katz, Lilian G. Helping Local Head Start Staff and Parents Plan Their Own Program: The Enabler Model. Children Today, v1 n6 pp20-3, Nov-Dec 1972 EJ 070 789

Klein, Jenny W. Making or Breaking it: The Teacher's Role in Model (Curriculum) Implementation. Young Children, v28 n6 pp359-366, Aug 1973 EJ 085 000

Moore, Ruth C.; Ogletree, Earl J. A Comparison of the Readiness and Intelligence of First Grade Children With and Without a Full Year of Head Start Training. Education, v93 n3 pp266-70, Feb-Mar 1973 EJ 073 544

Pratt, Grace K. Ethical Imperative for Head Start. Educational Forum, v36 n2 pp215-9, Jan 1972 EJ 050 135

Randolph, Linda. OCD's Policy Issuance to Local Head Start: Identify, Recruit, and Serve Handicapped Children. Exceptional Children, v40 n1 pp46-7, Sep 1973 EJ 084 561

Ross, Robert F. Pupil Development Survey of Project Head Start Participants. Education, v92 n4 pp99-107, Apr-May 1972 EJ 058 890

Seefeldt, Carol. Who Should Teach Young Children? Journal of Teacher Education, v24 n4 pp308-11, W 1973 EJ 090 299

Stedman, James M.; Adams, Russell L. Achievement as a Function of Language Competence, Behavior Adjustment, and Sex in Young, Disadvantaged Mexican-American Children. Journal of Educational Psychology, v63 n5 pp411-7, Oct 1972 EJ 066 434

Stephens, Mark W.; Delys, Pamela. External Control Expectancies Among Disadvantaged Children at Preschool Age. Child Development, v44 n3 pp670-674, Sep 1973 EJ 086 610

Thompson, Eileen. Nuts and Bolts: Book Making. Media and Methods--Exploration in Education, v8 n7 p58, Mar 1972 EJ 056 884

Withycombe, Jeraldine S. Head Start in Micronesia. Young Children, v27 n6 pp346-9, Aug 1972 EJ 060 108

Zigler, Edward F. Child Care in the 70's. Inequality in Education, v13 pp17-28, Dec 1972 EJ 073 908

Zigler, Edward. Miracle Workers Need Not Apply. Urban Review, v6 n5-6 pp38-43, Jun-Jul 1973 EJ 083 636

B. Head Start Test Collection

References from Research in Education (RIE)

1. Ball, Samuel. Assessing the Attitudes of Young Children Toward School. 1971, 15p. ED 056 086.

   Attitude Tests, Classroom Observation Techniques, *Evaluation Techniques, Grade 1, Grade 2, *Preschool Children, Preschool Evaluation, Preschool Programs, Preschool Tests, *Primary Grades, Rating Scales, *School Attitudes, Student Adjustment, *Student Attitudes, Teacher Attitudes, Testing, Testing Problems

   This paper presents an overview of the state of the art in attitude assessment of young children toward school and school-related activities. The focus is on preschool children, aged four, through second grade children. Various problems of attitude assessment are presented and techniques of attitude measurement such as (1) teacher ratings, (2) rating children under simulated conditions, (3) pupil's self-report and (4) non-reactive unobtrusive measures are discussed.

2. Guthrie, P. D.; Horne, Eleanor V. Measures of Infant Development: An Annotated Bibliography. 1971, 24p. ED 058 326.

   *Annotated Bibliographies, *Child Development, Cognitive Development, Concept Formation, *Infant Behavior, *Infants, Intelligence Tests, Mental Health, Motor Development, Norms, Social Maturity, Test Reliability, Test Reviews, *Tests, Test Selection, Test Validity

   Annotations of test measuring motor development, cognitive growth, intelligence, mental health, social maturity, and concept attainment in infants from birth to 24 months of age are presented. Information is given concerning test purpose; intended groups; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

3. Guthrie, P. D.; And Others. Measures of Social Skills: An Annotated Bibliography. 1971, 28p. ED 056 085.

*Annotated Bibliographies, Attitude Tests, Behavior Development, Behavior Rating Scales, Diagnostic Tests, Grade 1, Grade 2, Grade 3, *Interpersonal Competence, Library Collections, Personality Assessment, Personality Tests, *Preschool Children, Preschool Tests, *Primary Grades, Racial Attitudes, Rating Scales, Social Attitudes, Socialization, Social Maturity, Test Reviews, *Tests

Brief Annotations of instruments concerned with a variety of social skills measures appropriate for use with children from the preschool level through the third grade are provided. Included are tests designed to measure social competency, interpersonal competency, social maturity, social sensitivity, and attitudes toward others. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills; behaviors or competencies; administration; scoring; interpretation; and standardization. An age table is also provided which lists the tests alphabetically, indicates the ages for which each instrument is considered suitable, and gives the page on which each annotation appears.

4. Guthrie, P.D.; Horne, Eleanor V. School Readiness Measures: An Annotated Bibliography. 1971, 26p. ED 056 083.

*Annotated Bibliographies, Aptitude Tests, Learning Readiness, Library Collections, Maturation, *Pre-School Children, Preschool Tests, *Primary Grades, Readiness (Mental), *School Readiness Tests, Testing Programs, *Test Reviews, Tests

Brief annotations of currently available general school readiness measures are presented. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. An alphabetical listing of the instruments which indicates the ages for which each is suitable is also included.

5. Horne, Eleanor V., Ed. Test Collection Bulletin, Vol.6, No.1, January, 1972. 1972, 16p. ED 066 457.
Document not available from EDRS.

Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, *Early Childhood, Educational Testing, Evaluation Techniques, *Information Dissemination, Library Collections, Measurement

Instruments, *Reference Materials, Resource Materials, *Testing, Test Reviews

The Test Collection of the Educational Testing Service is an extensive library of standardized tests, record and report forms, and assessment devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews and reference volumes on measurement and evaluation. A special Head Start Test Collection provides information about assessment instruments for those engaged in research or project direction involving young children. Any Bulletin entry concerning Head Start will be preceded by a boy or girl symbol. Presented in this issue of the Test Collection Bulletin are listings under the headings of: acwuisitions issued in the United States and in foreign countries on Achievement; Aptitude; Personality, Interest, Attitudes, and Opinions; Miscellaneous, Sensory-Motor, Unidentified; Announcements Received; Test Distribution Changes; Test No Longer Available; Test Reviews; and New References, Publishers, and Addresses. The addresses of those publishers and organizations whose materials and services are mentioned are also listed.

Available from: Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription $2.00, foreign readers $2.50)

6. Rosen, Pamela; Horne, Eleanor V. Language Development Tests: An Annotated Bibliography. 1971, 14p. ED 056 082.

Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Grade 1, Grade 2, Grade 3, *Language Development, Language Skills, *Language Tests, Library Collections, *Preschool Children, Preschool Programs, Preschool Tests, *Primary Grades, Testing Programs, Test Reviews, Tests

Brief annotations of currently available language development measures appropriate for use with preschool children as well as with lower elementary grade children (grades 1 through 3) are presented. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; adminstration; scoring; interpretation; and standardization.

7. Rosen, Pamela; Horne, Eleanor V. Tests for Spanish-Speaking Children: An Annotated Bibliography. 1971, 14p. ED 056 084.

Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Intelligence Tests, Library Collections, Personality Tests, *Preschool Tests, *Primary Grades, *Spanish Speaking, Test Reviews, Tests

Brief annotations of currently available instruments appropriate for use with Spanish-speaking children are presented. Measures in such areas as intelligence, personality, ability, and achievement are included and separate indexes are given. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretations; and standardization. An alphabetical listing of the tests which indicates the ages for which each is considered suitable is also included.

C. Follow Through

References from Research in Education (RIE)

1. Bushell Jr., Don. Evaluation Classroom Progress. 1973, 3p. ED 076 652.

   *Academic Achievement, Data Processing, *Evaluation Methods, *Student Evaluation, *Student Records, *Systems Approach

   A system for continuously evaluating the ongoing progress of each child in Project Follow Through classrooms that are involved in the Behavior Analysis Program is discussed briefly. The steps in the process are: (1) define an instructional objective; (2) record the weekly book and page placement of every child in the class on a special roster; (3) enter placements on a special progress chart; (4) translate the teacher's weekly placement information into pencil marks that are read by an optical scanning machine; (5) check the placements by computer to ascertain whether a child has exceeded or fallen short of his progress target for that week; (6) combine information concerning the child's recent progress history and his objective for the year, and set specific targets for the coming week; and (7) telephone the new set of targets to a teletype in the local district so that, at the beginning of the next day, the teacher receives a new set of individualized targets for each child in the class.

2. Continuance and Transience among Teachers and Pupils in the Follow Through Program in Philadelphia, 1968-1972. 1972, 79p. ED 084 276.

   *Continuation Students, *Data Analysis, *Faculty Movility, Followup Studies, Literature Reviews Models, Primary Grades *Student Mobility, *Tables (Data), Teacher Persistence, Technical Reports, Transient Children

   A study based on an individual tracking design for both teachers and pupils was conducted. It reports teacher and pupil continuance and transience data for each of the seven models as well as for the total program. A review of relevant literature was conducted. Four sources of information were used to pinpoint the total Follow Through pupil population: Fall rosters, Spring rosters, an April listing of all pupils present, and Individual Pupil Cumulative Record Cards. Teacher C-T data were tabulated to show the number

and percentage of teachers remaining in the program in each grade for each model and then for the total program. A cumulative analysis program also was written to follow all children in the program as they progressed through succeeding years. This study accounted for 309 teachers in the total program over the first four years of Foolow Through in Philadelphia. The continuance rate favors the upward progression of the program through grades. More than 70% of children enrolled have continued through 1972. Results are broken down in tabular form.

3. Early Childhood Education Program: The Hartford Connecticut Public School System's Program of Open Informal Education in the Primary Grades Pre-K through 3. 1972, 10p. ED 071 738.

Classroom Environment, Curriculum Design, Disadvantaged Youth, *Early Childhood Education, Grade 1, Grade 2, Individualized Instruction, Inservice Teacher Education, Intervention, Kindergarten, *Open Education, Paraprofessional School Personnel, Preschool Education, Primary Grades, *Program Descriptions, *Teacher Role

A description is given of the total instructional program for the primary grades, including a brief historical and philosophical perspective of the Follow-Through Program developed by the Hartford Board of Education. The role of the teacher and para-professional and the training program available to them is described.

4. Emrick, John A.; And Others. Interim Evaluation of the National Follow Through Program 1969-1971. A Technical Report. 1973, 416p. ED 086 371.

Academic Achievement, Achievement Tests, Affective Behavior, Cognitive Processes, *Disadvantaged Youth, Language Skills, *Longitudinal Studies, *Preschool Children, *Preschool Curriculum, *Program Evaluation

Results of an interim evaluation of selected aspects of the Follow Through Program are described. Analyses are described for two cohorts: children entering the program in 1969 (2 year's data) and those entering in 1970 (1 year's data). Measures on program impact on the children included achievement, quantitative skill, language arts, cognitive processes, affect, and attendance. Various measures of program impact on the parents were also taken.

Overall interim results, for the most part, favor the Follow Through children. Caution is advised in interpreting results of this interim evaluation.

5. Follow Through Program Sponsors. 1972, 69p. ED 080 494.

*Child Development, Community Involvement, *Compensatory Education, *Culturally Disadvantaged, *Disadvantaged Youth, Educational Development, Parent Participation, *Research Projects

This document is a description of Follow Through, a research and development program for disadvantaged children of low-income families that fosters projects around the country emphasizing parental and community involvement. The paper indicates that each project must be comprehensive in scope and directly focus on all aspects of child learning and development including medical and dental health, career advancement guidance, and psychological services. The main body of the document includes a description of the nature of the program, its sponsors, and its support services. Suplementary materials include an essay "The Effectiveness of Compensatory Education," which presents achievement results from the national evaluation of Follow Through, and a booklet on Follow Through program sponsors, which includes descriptions of each Follow Through project.

6. Goodwin, Judy. Relationship of the Follow Through Evaluation to Local Needs. 1972, 8p. ED 076 260.

Community Involvement, *Community Programs, *Compensatory Education Programs, Demonstration Programs, *Evaluation Needs, Federal Programs, Primary Grades, Program Descriptions, *Program Evaluation, Research Needs

The discrepancies between the comprehensive design for Follow Through evaluation and the program management's needs of the seven models in Philadelphia are discussed. The national evaluation has focused on pupil performance and achievement data. The local evaluation, conducted since 1968, has focused on: (1) the assessment of the correspondence between the philosophy/strategies of the seven models and the representations that had been established in the participating schools; (2) codifying the instructional evaluation procedures in the classroom and the interpretation of mastery (criterion) scores for some of

the model sponsors; and (3) the assessment and interpretation of an ever-increasing involvement of the community. Collectively, the foci of the local evaluations indicate that not until a program is fully implemented will there be requests for information describing outcomes in pupil achievement terms.

7. Greenwood, Gordon E.; And Others. Assistance to Local Follow Through Programs. Annual Report. 1972, 308p. ED 073 830.

*Compensatory Education Programs, Disadvantaged Youth, Home Visits, Mothers, Observation, Paraprofessional School Personnel, *Parent Education, *Parent Participation, Parent Teacher Cooperation, *Primary Grades, Program Descriptions, *Program Evaluation, Tables (Data)

The Florida Parent Education Follow Through Model emphasizes: (1) the training of mothers (two to each classroom) in the role of combined parent educator and teacher auxiliary, (2) training the teacher in the use of paraprofessional personnel; and (3) development of materials for family use which take into account not only the school's goals for the child but also the family's expectations, goals, life style and value system. Both teacher and parent educator are taught procedures for the development of teaching tasks. The parent education activity consists of weekly home visits to demonstrate to the mother tasks that have been devised in school to increase the child's intellectual competence and personal and social development. Parents' ideas and opinions are solicited and used in the program. The evaluation covered the areas of maternal teaching behavior, teacher-parent educator planning, parent educator teaching style, and parent educator evaluation of a home visit. In each community, six teachers and six parent educators were randomly selected for evaluation. Videotapes of home visits were made to provide for better evaluation. Appendices contain the instruments and instructions used in evaluation.

8. Greenwood, Gordon E.; And Others. A Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow Through Program. 1974, 17p. ED 089 872.

Behavior Change, Disadvantaged Groups, *Life Style, *Paraprofessional School Personnel, *Preschool Programs, *Self Concept, *Teacher Behavior

This study attempted to determine whether parent educators in the Florida Follow Through Model were affected by their work in the program. The following changes in parent educators were studied: (1) Significant increase in feelings of self-esteem, (2) significant changes in teaching behavior, and (3) changes in life style. Self-esteem was assessed by the "How I See Myself" inventory, which was administered to 377 parent educators at the beginning and end of the '71-'72 school year. Teaching behavior was analyzed by viewing videotaped interactions between teacher and parent educator and between parent educator and mother for the following variables: (1) Praising and accepting, (2) open questions, (3) closed questions, (4) lecturing, and (5) directing. Tapes were available for only 11 teachers and 10 parent educators. Life style changes were evaluated by two questionnaires, completed by 535 parent educators and project coordinators. There were significant gains in one of four factors (competence) of the self-concept measure. Teaching behavior changed in disired directions for all variables except closed questions. Finally, life style changes were reflected in self reports of increased effort to continue education, feelings of increased ability to speak "school type" English, and more confidence in understanding and managing children.

9. Halasa, Ofelia; Fleming, Margaret. Follow-Through Project, Health-Education-Welfare Fund (Fund Number 88-1). 1971-1972 Evaluation. 1973, 193p. ED 084 002.

*Classroom Environment, *Compensatory Education Programs, *Elementary School Students, *Evaluation, Individualized Instruction, *Preschool Programs, Socioeconomic Influences, Teacher Influence

The 1971-72 evaluation report of Project Follow Through in the Cleveland public schools focuses on the following issues: (1) degree to which product objectives at each grade level were attained, (2) degree to which such factors as project participation, teacher, preschool experience, and socio-economic factors influenced children's performance, (3) what other factors had important influences, and (4) degree to which the principles of the responsive classroom environment were evident in the classrooms. The Follow Through Project in Cleveland provides a comprehensive program of instruction and supportive services for 4 1/2 years. The instructional approach, Responsive Classroom Environment, is characterized by individualized instruction, free exploration, immediate feedback to children about the consequences of their actions, self-pacing and child orientation, and structure designed to facilitate interconnected discoveries by the learner. The

project served a total of 466 children during the '71-'72 year in Cleveland. Major evaluative findings are presented, and recommendations for the program are discussed.

10. Hartford Follow Through Report I. 1972, 200p. ED 077 598.

*Compensatory Education Programs, Data Collection, Kindergarten, *Parent Attitudes, Primary Grades, *Program Evaluation, Statistical Data, *Student Testing, *Teacher Attitudes, Test Results

An evaluation was conducted of 37 Follow Through classrooms. From each of these classrooms, six students were randomly selected to be administered the Visual Sequencing Task, the Pictorial Self-Concept Scale, the Ladder (a self-concept measure), and the Pupil Attitude Survey. These pupils were also video taped for observation of their activities in the classroom. All of the pupils in the 37 classrooms were administered the Boehm Test of Basic Concepts. In addition, the parents of the pupils in the 37 classrooms were sent an opinionnaire concerning the Follow Through program. A teacher opinionnaire was distributed to professional staff members who had received Follow Through training. Parental responses revealed a very high level of support for the school program. The teachers were generally positive toward the program. The videotapes showed that children's activities were generally similar in both higher and lower implementation classes; the students spent the majority of their time by themselves rather than interacting with peer or a teacher. On the Boehm test, children in both types of classes performed equally well, which was also true on the Visual Sequencing Task. On the Ladder, children in both groups generally rated themselves positively on all eight personality dimensions considered. There were no significant differences between the groups on overall self-concept as measured by the Pictorial Self-Concept Scale. The Pupil Attitude Survey results suggest that students in higher implementation classrooms enjoy more creative activities, language arts, and play activities.

11. Krulee, Gilbert K.; And Others. Some Guidelines for Organizing a Local Follow Through Project. 1973, 87p. ED 089 841.

*Administrative Organization, *Compensatory Education Programs, *Objectives, Parent Participation Personnel, *Program Guides, Program Planning, *School Community Relationship

This report summarizes the experiences of existing Follow Through projects in an effort ot provide some guidance for communities attempting to establish new Follow Through programs. Problems commonly encountered in setting up project objectives, (choosing a sponsor, recruiting and training staff, establishing liaison between project, school, sponsor, and community, and monitoring project effectiveness) are described, and lessons to be learned from both successful and unsuccessful experiences are reviewed.

12. McNamara, Thomas. Follow Through Evaluation in Philadelphia. The Moderate Realist Philosophical Position as the Base for Educational Evaluation. 1973, 28p. ED 074 134.

*Compensatory Education Programs, *Educational Psychology, *evaluation Criteria, *Evaluation Methods, *Program Evaluation, Speeches

The regular malaise that manifests itself in the educational evaluation community regarding its methofology, its results, its identity, could well be caused by the difference between its philosophical assumptions and those of its clients. Educational evaluation has inherited the positivist philosophical tradition through ties to American psychology. Its clients almost invariably hold the convictions of the philosophy of common sense, which is fundamentally opposed to posivitism's reduction of persons to "its". The moderate realist philosophical position is not reductionistic in this way. It is open to all methods of scientific investigation, both those approved and disapproved by the rigorous scientific tradition.

13. People Working Together: Follow Through in Ohio. 1972, 36p. ED 073 827.

*Compensatory Education Programs, *Disadvantaged Youth, *Early Childhood Education, *Instructional Design, Intellectual Development, Primary Grades, Program Descriptions, *Teaching Models

Brief descriptions are provided of four Ohio Follow Through programs, each of which is pilot-testing a different teaching model. The programs are: Akron, The PEP-IPI Model; Cleveland, The Responsive Environment Model; Dayton, The Engelmann-Becker Model; and Martins Ferry, The Mathemagenic Activities Model. The PEP (Primary Education Project)-IPI (Individually Prescribed Instruction) instructional model in use in Akron has two main

objectives: (1) to insure that the child develops the basic physical, perceptual, conceptual and relational abilities that underlie learning in all fields: and (2) to insure that he makes steady progress, at his own rate, toward mastery of academic skills. The Responsive Environment Model in Cleveland is based on convictions that children learn best when they are interested in what they are doing, that they learn at different rates, and that they learn in different ways. An essential element of the model is the provision of a classroom environment that leads the children into discovering important facts about their social and physical world. Teaching materials foster skills in language, reading, arithmetic, and science. The Engelmann-Becker Model utilized in Dayton is based on programmed teaching materials based on the technology of task analysis, and concentrated on the acquisition of skills in language, reading, and mathematics. The Mathemagenic Activities Model at Martins Ferry focuses on concept development through teaching that incorporates pupil activities that tangibly exemplify the concepts. Supportive services and Parent Advisory Committee functions are described.

Also available from: R.A. Horn, Director, Division of Federal Assistance, Room 603, Ohio Departments Building, 65 South Front Street, Columbus, Ohio 43215 (free of charge)

14. Porter, Andrew C. Some Design and Analysis Concerns for Quasi-Experiments such as Follow Through. 1972, 25p. ED 072 106.

*Analysis of Covariance, *Evaluation Methods, *Mathematical Models, *Program Evaluation, *Statistical Analysis

The basic design for the national evaluation of the Follow Through program is presented, and some of the related issues of analysis are considered. The design, as it now stands, presents many difficulties for analysis. These analysis issues are seen to include the following: (1) What should be the unit of analysis?; (2) How is the effect of a Follow Through approach when compared with its control estimated?; and (3) How is the relative effectiveness of the various approaches estimated? Several different strategies that have been suggested for use in quasi-experiments in attempts to control variables that are confronted with treatments are discussed. The potential confounding variables are classified into two categories: (1) systematic differences in the dependent variable dimensions that are present in the units of analysis at the outset of program participation; and (2) systematic differences that occur in the dependent variable dimensions during program participation which are not a function of program participation. The appropriate method for attempting

to control confounding variables in the evaluation of Follow Through appears to be a combination of strategies employing both matching and estimated true score ANCOVE.

15. Project Follow Through. 1973, 45p. ED 077 557.

Community Involvement, *Compensatory Education Programs, Disadvantaged Youth, Federal Programs, *Kindergarten, Parent Participation, *Primary Grades, *Program Descriptions, Program Evaluation

The four Follow Through projects in Illinos are described and evaluated. These projects infolve approximately 1,450 children in K-3 in Mounds, East Saint Louis, Waukegan, and Chicago. The Chicago project is subdivided into three individual projects and is trying three experimental programs. Emphasis is given to the nature of the environmental setting, a description of the project, the project objectives, and project participants. Exemplary and innovative aspects of the programs are described, as are evaluation, dissemination, inservice training. Emphasized for their significaned in the success of the effort are the formal instructional program, the diversified use of many personnel in the classroom and community, and parental and community involvement.

16. Stallings, Jane A. Follow Through Program Classroom Observation Evaluation 1971-72. 1973, 547p. ED 085 100.

Achievement, Behavior, *Classroom Observation Techniques, *Classroom Research, Codification, Data Analysis, *Elementary School Students, Emotional Development, *Evaluation, *Federal Programs, Feedback, Models, Reliability, Research Methodology, Tables(Data)

This report describes the third year of the national Follow Through Classroom Observation study. The aims of the study were: (1) to assess program implementation at one site for each of 12 sponsors; (2) to search out the relationships between child outcomes and teaching-learning processes; and (3) to estimate which programs incorporate processes found to be positively correlated with desired outcomes. The Classroom Observation Instrument (COI) was developed to record classroom occurrences as a way to determine whether there were planned educational variations in the Follow Through programs. Report chapters discuss the structure

and function of the COI, including three classes of variables used to record interactions; the criteria for the selection of classroom observers and the observer training procedures; the sampling criteria used to select specific classrooms, focus children, and focus adults; types of data analyses; and approaches to relating classroom processes to child test outcomes. Appendices, which make up about half the document, include the classroom Observation Instrument, the factor analysis variable list, classroom observer comments, changes in classroom observation variables from 1970 to 1971-72, and other statistical data.

17. Stallings, Jane. What Happens in the Follow-Through Program? Implications for Child Growth and Development. 1972,42p. ED 071 755.

Academic Achievement, Behavior Development, *Child Development, *Classroom Observation Techniques, Comparative Analysis, *Compensatory Education Programs, *Early Childhood Education, Kindergarten, Learning Theories, Measurement Instruments, Primary Grades, *Program Evaluation, Statistical Analysis, Student Teacher Relationship, Tables (Data), Teaching Models, Teaching Techniques, Tests

The SRI Classroom Observation Instrument (COI) was used in evaluating the instructional models being tested by nine Follow Through (FT) sponsors in Spring 1971. The SRI COI has three major parts: a section for describing the physical environment, a Classroom Checklist, and a Five-Minute Observation Form. The principal question which the evaluation sought to answer was: Are there "planned variations," and, if so, which are effective for enhancing the social, emotional, and cognitive growth of children. Sixty-eight variables were used in the observation analysis to identify specific components of the different models. From comparisons on the 68 variables and on a five-factor profile, the nine sponsor approaches are different from each other, but there is evidence that each sponsor is, in part, successfully implementing his program. From master tapes containing all COI information, a data tape was generated containing all occurrences of the 68 variables throughout the FT groups (N=97) and the non-FT classes, the following are considered as being particularly important: (1) Children in FT classes experienced a wider variety of activities than children in comparison classrooms; (2) FT children more often engaged "independently" in a variety of activities than did non-FT children; (3) There was a higher proportion of adults, and thus more individual and small group instruction, in FT classrooms; (4) In FT classrooms, thought-provoking questions

of adults were more often responded to with elaboration by the children; and (5) Adults in non-FT classes did more instructing in large groups. Nine tables present the study data.

18. Stephens, Mark W. Dimensions of Locus of Control: Impact of Early Educational Experiences. 1972, 8p. ED 072 847.

Analysis of Variance, Behavior Change, Comparative Analysis, Correlation, *Early Childhood Education, Early Experience, *Educational Experience, Grade 2, *Locus of Control, Open Education, *Psychological Testing, Reinforcement, Speeches, Technical Reports, Test Validity

A study was conducted to: (1) assess the equivalence of the Nowicki Strickland Locus of Control Scale for Children, the Stephens-Delys Reinforcement Contingency Interview, and the Gruen-Korte-Stephens test and the construct validity of each; and (2) investigate the impact on IE of the open classroom Follow Through program sponsored by the Education Development Center (EDC) and the Engelmann Becker-sponsored behavior modification Follow Through program. Total N was 575 second graders. The SDRCI was administered first, individually, and the NSLCSC and GKS were group-administered to the entire class. The Text Anxiety Scale for Children and Wide Range Achievement Test were administered to provide construct validity data. IE tests were correlated with one another and with TASC and WRAT scores. Three series of ANOVs were conducted to analyze differences in scores on each IE test among groups. Intercorrelations among tests were very low. This, and the differences in group means, suggest that the IE tests reflect different variables. NSLCSC items seem to reflect expectancy of competence. Response Choice on such tests as the GKS may reflect reinforcement history--the extent to which the child has been taught to verbalize responsibility--taking attitudes. But differences are clear and significant enough to assure that the varying educational experiences have systematic effects on IE variables.

19. White, William F. Information Feedback Systems (IFS) and Educational Goals. 1972, 14p. ED 075 463.

Achievement Tests, Behavior Rating Scales, Compensatory Education Programs, Criterion Referenced Tests, Elementary Grades, *Feedback, Information Processing, *Information Systems, Measurement Instruments, *Program Evaluation, *Systems Approach, *Test Results

An information feedback system for use in evaluating an educational program is described, and its effectiveness in evaluating the Follow Through program and its use in relation to the Iowa Tests of Basic Skills are discussed. The systems approach to program evaluation consists of objectives clarification, decision making, and program planning. In the Follow Through project, the following components are recommended for an ideal information system: administration, dissemination, instruction, medical-dental, nutritional, psychological services, social services, parent involvement, and evaluation. Instruments are used in each component so that data can be gathered to register any progress toward component objectives. An example of instructional feedback in relation to reading achievement (second and third grades) is provided, and a feedback report for health services is presented in tabular format. Feedback sessions generally focus on three areas: (1) achievement problems, (2) test-taking skills, and (3) general problem solving skills. The test content of the Iowa Tests of Basic Skills is listed, as follows: Vocabulary, Word Analysis, Reading Comprehension; a sample of one class's item analysis of vocabulary is provided. The use of the Behavioral Maturity Scale is in the feedback to the teacher and the teacher aide about their perceptions of the maturity of each child. (For related documents, see TM 002 526-539.)

Available from: Not available separately; see ED 075 449

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Postscript

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The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter ($2.00 - 4 issues) which reports on new programs and publications, and RIE documents of special interest. For a complete list of ERIC/ECE publications, or if you would like to subscribe to the Newsletter write: Publications Office/IREC, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801. All orders must be accompanied by check or money order, payable to the University of Illinois. Sorry, we cannot bill.

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